

Economics 120, Fall, 2010

- Monday, Wednesday, 2:30-3:50, 1E1 (Sect. E)
- Monday, Wednesday, 4:00-5:20, 1E1 (Sect. F)

- Instructor: Robert Jefferson, Peters, 2024
rjefferson@wlu.ca, Tel. ext. #2123
- Office Hours:
Tuesdays: 2:30 - 4:00
Wednesdays: 12:30 - 2:00
- Please email for an appointment:
Email is typically read daily on weekdays, hit-or-miss
on weekends

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Course Resources

- Text (Mankiw, McKenzie, Kneebone and Rowe, 4th Ed.)
- Aplia site
- MyLearningSpace Site
- Academic Mentors (Supplemental Instruction)
- Office Hours (Teaching Assistants, Profs)
- i>clicker class participation

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MyLearningSpace Site

- All course information will be disseminated through MyLearningSpace site
- Instructors' notes are posted on the site
- Discussion board is useful for obtaining help from peers

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Academic Mentors (Supplemental Instruction)

- Student-run peer assistance for selected WLU courses
 - Economics 120 has been selected
- Academic Mentors run weekly homework/study sessions, MAY provide individual tutoring help
- Academic Mentors for EC120 are
 - Thomas Waites** (Dr. Sinclair)
 - Hanson Li** (Dr. Mesta)
 - Stefan Moldovanu** (Dr. Jefferson)
- Times and locations of homework/study sessions will be posted to MyLearningSpace, and announced in class, when these have been finalized

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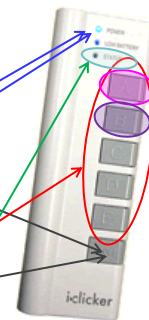
i>clicker

- “Audience response” technology adopted at Laurier in 2006, “audience response” technology
- 5% of total grade determined through class participation
- Clicker participation grades will start in Week 2 class, but we can use clickers before then for practice
- Grade breakdown per 80-minute class:
 - 2 marks for answering at least 75% of questions each class (even if all wrong)
 - 1 mark for each correct answer to a maximum of 3 marks

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Clicker Test

- ***Pull out plastic tab on back of clicker***
 - Press Power (ON / OFF) Button
— Blue light should come on
 - Set Frequency:
 - Press and **Hold** Power (ON / OFF) Button,
Blue Light will **FLASH**
 - Press first-second in that order STATUS light flashes **GREEN**
- Press any key (A – E) to answer question



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Clicker Registration

You are required to register your clicker online via MyLearningSpace (<https://mylearningspace.wlu.ca>). When you login you will see a course called "Clicker Registration – Fall 2010". To register your clicker, follow these steps:

Enter the "Clicker Registration – Fall 2010" course by clicking on the title
From the homepage, click on the "Clicker her to register your clicker" link
Begin the quiz by clicking the "Start Quiz" link

Enter your 8-character serial number (located on the back of your clicker) into the text box. **SAVE YOUR ANSWER** and click "Go To Submit Quiz" then click on "Submit Quiz"

Please note: Failure to register your clicker in this way may result in loss of clicker marks. You **MUST** complete the quiz to have your clicker marks assigned to you. If you registered your clicker in previous terms, you **MUST** register it again for this term.

You will be able to confirm your clicker registration within the "Clicker Registration – Fall 2010" area in MyLearningSpace. Please watch the News for information on when and how to do this.

Please direct any questions about this process or about clickers in general to clickers@wlu.ca.

A clicker troubleshooting station is available at the help desk in the library.

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Academic Integrity

- The use by one student of another student's clicker, in order that the missing student can fraudulently obtain clicker participation marks, constitutes the single most SERIOUS academic offence.
- This is regarded by the University as "Impersonation"
- Impersonation is an offence under the **Criminal Code of Canada**, which can lead to a criminal charge.
- If one student impersonates another, **two** students are involved—this implies that a MAJOR (rather than minor) academic misconduct offence has been committed.
- The Senate-approved penalties for impersonation ("major"—first offence) are:
 1. Zero in the course (if there are extenuating circumstances)
 2. **Suspension** (recommended)

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Expectations, Civility, Part I: Students' Expectations

- **Students' Expectations of Dr. Jefferson:**
 - Dr. Jefferson demonstrates respect for adult learners in his course—especially when answering students' questions
 - Dr. Jefferson's notes are available on WebCT before class
 - Lectures follow course schedule
 - Class begins and ends on time
 - Dr. Jefferson is available in his office (Peters 2024) during scheduled office hours to consult with students
 - Electronic communication (email—but see next slide) is read and a response sent within no more than two (2) BUSINESS days

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Expectations, Civility, Part II: Professor's Expectations

- **Dr. Jefferson's Expectations of Students:**
 - Students demonstrate respect for other adult learners in his course, and for the learning environment
 - Students come to class prepared to learn
 - Students use correct forms of address, either Dr. Jefferson, or Professor Jefferson (**not** Bob or Hey You)
 - Electronic communication is professional
 - I might NOT respond to emails that begin 'Hey Robert' or 'hiya' or those sent from 'hotchikky@hotmail.com' or 'kegrguy@gmail.com'
 - Students are expected to use **Laurier accounts**
 - Students are encouraged to seek help, (explanations, hints, anything that can aid understanding / mastery of the course material)...my job is to HELP YOU LEARN

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Expectations, Civility, Part III: Common Expectations

■ Our Expectations of Each Other:

- Demonstrate respect for all persons in the lecture
- Cell phones (including the instructor's) are turned off
NOT 'quiet' or 'vibrate'; -- rude practice of texting is frowned upon
- The only computers in use during lecture are those used by the instructor as projection devices
 - In a lecture theatre such as 1E1, laptops are distracting to all those beside or behind
- All participants arrive at class on time
 - Those arriving late will apologize (to all) for disturbing the class
- Private conversations are discouraged, EXCEPT when 'clicker questions' have been posed (at which time consultation with peers is **encouraged**)

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FYI: We Do (Use) Math

- Many aspects of business, and certainly of economics, involve quantities (which are numbers) and money measures of revenue, of cost, of profit, of price, things like that.
- We will use the math (we expect) was learned in high school.
- We STRONGLY advise you to look over the Aplia assignment on mathematical and graphing concepts
- You are STRONGLY advised to bring a **calculator** to class. (Do NOT plan to use only cell phone—these are turned off during class, as a courtesy to others.)

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FYI: How to Read Your Textbook

- Summarize, don't highlight.

Highlighting is a passive activity that won't improve your comprehension or retention. Instead, summarize each section in a few sentences of your own words. When you finish, compare your summary to the one at the end of the chapter.

- Test yourself.

Try the "QuickQuiz" that follows each section before moving on to the next section. Write your answers down, and compare them to the answers in the back of the book. If your answers are incorrect, review the section before moving on.

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FYI: How to USE Your Textbook

- Practice, practice, practice.

Work through the end-of-chapter review questions and problems. They are often good practice for the exams. And the more you use your new knowledge, the more solid it will become.

- Go online.

The book comes with excellent web resources, including practice quizzes, tools to strengthen your graphing skills, helpful video clips, and other resources to help you learn the textbook material more easily and effectively.

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FYI: How to “get” the material

- Study in groups.
Get together with a few of your classmates to review each chapter, quiz each other, and help each other understand the material in the chapter.
- Don't forget the real world.
Read the Case Studies and In The News boxes in each chapter. They will help you see how the new terms, concepts, models, and graphs apply to the real world. As you read the newspaper or watch the evening news, see if you can find the connections with what you're learning in the textbook.
- **CAUTION:** learning economics from journalists is impossible...they get many things wrong, not many right)

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